DOCUMENT RESUME

ED 074 025 SP 006 084

TITLE	The Michigan Planning Study for Follow Through. Interim Report to U.S. Office of Education.
INSTITUTION	Michigan State Dept. of Education, Lansing.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	72
NOTE	57p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Agencies (Public); *Followup Studies; *Grants; Program Budgeting; Program Development; Program Evaluation; *Resource Centers; *State Agencies

ABSTRACT

This interim report, developed by the Michigan Department of Education, concerns the selection of local education agencies, community agencies, and resource centers for "Mini-Grants" for planning follow-through studies. The interim report covers the general concept of the Michigan Planning Study, identification and selection of local projects, program sponsor pre-selection and involvement, replication of models and role of resource centers, state education agency administration, cost analysis and reduction, evaluation, state follow-through policy advisory committee, parent involvement guidelines, tentative calendar of events, objectives of the Michigan Planning Study for follow-through, and a list of respondents not proposed as applicant communities. Appendixes are indicated but not included. (MJM)

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Exhibit A

ED 074025

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THE MICHIGAN PLANNING STUDY FOR FOLLOW THROUGH

Interim Report to U.S. Office of Education

September 26, 1972

Michigan Department of Education

Lansing, Michigan

SP 006 084

OCT 16 1972

MICHIGAN DEPARTMENT OF EDUCATION

M E M O R A N D U M

TO: Members of the State Board of Education September 26, 1972

FROM: John W. Porter, Chairman

SUBJECT: Selection of Local Education Agencies, Community Agencies, and Resource Centers for "Mini-Grants" for Planning Follow Through Studies; and Interim Report to Office of Education on Michigan Follow Through Planning Study

Background Information

On February 9, 1972 the State Board of Education approved a proposal to be submitted to the Office of Education for securing a grant leading to the development of a Michigan Planning Study for the establishment and administration of Follow Through projects in local communities. The major purpose of the proposal was to demonstrate to the Office of Education that the various State Agencies in Michigan and especially the Department of Education possessed the potential and could develop a strategy or planning study leading to statewide proliferation of reduced-cost Follow Through projects utilizing Title I, ESEA and/or other state and local resources. The State Board authorized the Superintendent of Public Instruction to take whatever steps necessary according to federal requirements to conduct the planning study and apply for an operational grant for FY 1973. The planning study proposal contained a provision for the Department of Education to provide anticipated federal planning study funds in the form of "Mini-Grants" to certain approved applicant communities and university-based Resource Centers for the purpose of allowing them to continue local planning and implementation of initial phases of their involvement in the planning study, parti-

cularly with respect to the contractual program sponsor requirements of Follow Through and other technical assistance as required. The proposed applicant communities evidenced a substantial population of eligible K-3 students; an ability to coordinate Title I and Chapter 3 funding and related supportive services on these children; a substantial amount of local inter-agency and parental involvement and cooperation in compensatory education programs; and a geographic spread and program sponsor selection affording a sound evaluation design to the study. The Resource Centers demonstrated an interest in and the necessary expertise required for the development and implementation stages of the Michigan Planning Study for Follow Through.

As a result of this action, Michigan was one of five states selected to develop, on a pilot basis, methods for the expansion and establishment of new Follow Through Projects. Consequently, on August 21, 1972, the Office of Education awarded the Michigan Department of Education the sum of $70,602 for the purposes of implementing the Follow Through State Technical Assistance Program ($24,602) and the attached Michigan Planning Study for Follow Through ($46,000) during the period from June 30, 1972 to June 30, 1973. The State Technical Assistance Program provides to the Department of Education a full-time Follow Through Consultant who works with state agencies and local school districts to enable them to become more knowledgeable about Follow Through and to assist them in the identification and coordination of existing state and local resources in such program areas as health, nutrition, and social and psychological services. He also helps communities increase their level of parental involvement; disseminates Follow Through program information; and cooperates with school districts in the comprehensive planning necessary

for the successful implementation and articulation of the Follow Through concept in their compensatory and regular education programs serving low-income students.

Procedures

The attached Interim Report (Exhibit A, pages 5 through 9) contains details of the criteria and procedures followed for selecting proposed applicant communities and agencies who may receive "Mini-Grants" for planning. The communities are listed on page 9 of the Interim Report. In addition, the report on pages 21 and 22 lists five universities who may receive "Mini-Grants" and who will act as resource centers for providing technical assistance to local communities and agencies. It is expected that these communities and agencies will participate in the planning study for a period of five years. Should any terminate such participation, it is expected that other interested communities or agencies will be phased into the study.

Finally, the Interim Report contains descriptions of the procedures, problems, and current status of provisions developed to date following Office of Education specifications for Michigan's plans. The plans are expected to demonstrate how certain selected local educational agencies, institutions of higher education, and community agencies can coordinate existing compensatory education programs and marshal available federal, state, and local funds or services to increase the number of Follow Through projects while reducing the direct costs of such projects. The demonstration period will last five years and Michigan may receive up to one million dollars each year to carry on the program.

Recommendation

I recommend that consistent with Office of Education guidelines the State Board of Education:

1. Approve the awarding of "Mini-Grants" to 27 local education agencies or community agencies and five institutions of higher education for the respective purposes of continuing their participation as applicant communities and as resource centers;

2. Approve the Interim Report for formal submission to the Office of Education in order to continue the Michigan Planning Study for Follow Through.

Exhibit A - Attached
Appendix A-U - not attached because State Board of Education has reviewed these documents

PROPOSED APPLICANT COMMUNITIES, RESOURCE CENTERS, AND PROGRAM SPONSORS
MICHIGAN PLANNING STUDY FOR FOLLOW THROUGH
September 8, 1972

Geographic and Resource Center Areas → / Program Sponsors ↓	Upper Peninsula Northern Michigan University	Central Northern Central Michigan University	Southwest Western Michigan University	Southeast Michigan State University	Tri-County: Wayne, Oakland, Macomb University of Michigan	TOTAL PROJECTS
Cognitively Oriented High/Scope Ypsilanti, MI		Northeast Michigan Community Action Agency (NEMCA): Alcona, Alpena, Hillman, Littlefield, Mio AuSable, Petoskey, Whittemore Prescott (240)	Benton Harbor (1,428) Muskegon (805)	Monroe (294)	Detroit (46,529) Wayne-Westland (780)	6
Behavior Analysis University of Kansas			Battle Creek (857) Grand Rapids (2,467)	Carman (300) Jackson (1,041)	Romulus (588)	5
Bank Street College New York	Dickinson-Iron Community Action Program: Alpha, Felch, Iron Mountain, Kingsford, Norway Vulcan, Stambaugh (442)	Chesaning (112) Saginaw (1,943)	Kalamazoo (1,029)	Port Huron (402) Ann Arbor (520) Willow Run (130)	Oakland Co. OEO Consortium: Berkley (362), Avondale (115), Huron Valley (252), Waterford (667), Oak Park (150), Pontiac (1,660)	9
New School University of North Dakota	Sault Ste. Marie (271) Manistique (234) Menominee (96)	Bridgeport (400) Buena Vista (410)	Grand Haven (150)		Highland Park (743)	7
TOTAL PROJECTS	4	5	6	6	6	27

NOTE: Number in parentheses indicates number of low-income K-3 target children in respective community.

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The Michigan Planning Study for Follow Through: Interim Report

A. General Concept of the Michigan Planning Study for Follow Through

The Michigan Planning Study for Follow Through is planned to effect significant linkage and coordination with the State Compensatory Education Program, Chapter (Section) 3 of the State School Aid Act and Federal Title I, ESEA Programs in Michigan. It is further designed to be entirely complementary with the State Board of Education Accountability Model for improving the delivery of educational services to the children and youth of the state of Michigan.

In general, the purpose of Chapter (Section) 3 of the State School Aid Act is to fund intensive educational efforts for educationally disadvantaged pupils in Michigan school districts having large concentrations of such pupils. For Fiscal Year 1971-72 programs funded ranged from forty-three to eighteen percent of children who scored below the fifteenth percentile in the Michigan Educational Assessment Program. The program's objectives are to raise the achievement level in the basic cognitive skills of educationally disadvantaged pupils. The Michigan Chapter (Section) 3 program is unique in that it attempts to hold schools accountable for the results or the lack of results achieved with program resources through the provision of certain financial incentives. The level of continued funding is directly related to the results achieved by the prior years program as measured by pre and post testing. The Act provides that in years 2 and 3, a district will receive full allocation for each pupil who achieved 75% or more of the performance objectives and a proportionately lower amount for pupils who achieve less than 75% of the performance objectives. It should be emphasized that although the primary objectives of Chapter 3 deal with student learning, concomitant objectives

related to the development of social responsibility and equality of educational opportunity form the underlying theoretical basis for the program and, as in all comprehensive Follow Through projects, are an integral benefit of all such efforts. See attached Appendix A for Fiscal Year 1972 materials on Section 3 and attached Appendix B for legislation pertaining to Fiscal Year 1973 now assigned as Chapter 3 of the State School Aid Act.

The State Board of Education Accountability Model permeates the Chapter 3 Program and will also do so in the new Follow Through projects. Each applicant community will be expected to review the State Board "Common Goals of Michigan Education," and develop their own local variations as may be deemed necessary. Well defined pupil performance objectives will be developed and an analysis of the local educational and related components delivery system for Follow Through will be made to determine the variance between the desired pupil performance objectives and the needs assessment. Given the latter, plans for altering the delivery system will be made to reduce the gap between what is expected of projects and what is achieved by the students. The Follow Through program sponsor is expected to play an especially crucial role in this process. In-service professional development of staff and sound evaluation of each Follow Through project is expected to result in the dissemination of effective educational practices and the proliferation of new Follow Through projects in Michigan utilizing Chapter 3 and Title I, ESEA resources.

The program concept presented here is also highly consistent with Federal OEO and Michigan Economic Opportunity Office Program philosophy and guidelines. Once again the desired features of federal/state/

local cooperation, coordination, and impaction as per Office of Education directives are expected to be accomplished in a planned and effective manner. An additional and vital element in the proposed Follow Through applicant communities will be the focus and quality of their Title I, ESEA efforts. On October 13, 1970, the Michigan State Board of Education adopted Approval Policies for Title I, ESEA. These Title I policies assign the highest priority to pre-kindergarten and early childhood education (up through third grade) programs, the raising of achievement levels in the basic skills, and meaningful parent involvement in the planning and conducting of projects funded under Title I.

Thus, the impacting and/or coordination of Follow Through, Chapter 3 of the State Aid Act, and Title I, when coupled with the Michigan State Board of Education Goals and Accountability Thrust, guarantees not only the selection and participation of communities with the greatest needs but also the fiscal and professional capability to implement new Follow Through projects entirely consistent with the USOE Five Year Plan guidelines. When the Michigan accountability model is also applied to these projects, the highest assurances for successful Follow Through approaches are provided. The experimental and demonstration potential of such a design for Michigan's early childhood education thrust is also outstanding and may be used to special advantage by the Department's State Compensatory and Federal Programs Evaluation Units.

The development and successful implementation of the above concept will pose many opportunities for State Compensatory Education staff and local Follow Through project administrators, staff, parents, and program sponsors to again address a variety of very serious concerns

which may include at least the following: the development of pupil performance objectives and local criterion-referenced testing or state assessment measures related to children ages 4-8; the practical impact on Follow Through children due to the dramatic reduction in funding level from a FY 1972 national average of approximately $800 per child in current research and development sites to about $400 per child in the proposed new State projects; the actual delivery of comprehensive supportive services to children at the local school district level given the above reduction in available funds; the degree and effectiveness of the implied coordination of federal/state/local offices funds, and services in various compensatory programs given the sometimes conflicting legislation and rules and regulations of each; the alleged proliferation of local community parent advisory committees and their impact on institutional change and pupil achievement, if any; and the effect on local Michigan school district K-3 instructional programs of mandated program sponsor involvement in such programs and related components. It is expected that the Michigan Planning Study for Follow Through will provide substantive responses to the above concerns and may lend itself to the solution of these and other pressing problems in compensatory education.

B. Identification and Selection of Local Projects

The Michigan Department of Education in cooperation with the Michigan Economic Opportunity Office conducted a broad search for and analysis of all local education agencies and other potential grantees within the State in order to determine their interest in and/or eligibility for Follow Through projects. All school districts, Model Cities agencies, Community Action Programs, relevant State Agency personnel, and other interested organizations or persons in Michigan were informed by mail of the proposed Five Year Plan for Follow Through and invited to communicate their interest in the proposed Michigan Planning Study by return mail to the SEA. See Appendix C attached for Awareness Mailing.

Approximately 130 Michigan communities expressed such interest by returning Part C of the attached Awareness Mailing. These communities then received a form entitled, "Screening Criteria for Selection of Applicant Communities in the Michigan Planning Study for Follow Through," which is attached as Appendix D. Forty communities returned their forms to the Department of Education and were screened for potential eligibility and capability as per Office of Education and Department of Education criteria to include: sufficient population of low-income K-3 children having previous full-day Head Start or other quality preschool experience; parent involvement; support of State Board of Education accountability model and Chapter (Section) 3 of the State School Aid Act rules and regulations; local school district and Office of Economic Opportunity Community Action Program cooperation; and evidence of ability to develop and implement a low-cost successful Follow Through project. The following chart identifies the interested communities judged and recommended by the Department staff and State Follow Through Policy Advisory Committee as

most eligible according to these criteria. It also indicates their choice of Program Sponsor as described in Part B of this report, and their assigned Resource Center for technical assistance, replication, and proliferation as described in Part D of this report.

It should be noted that the proposed number of applicant communities has been reduced from the originally estimated forty to twenty-seven. This latter number is not expected to reduce the number of children to be enrolled in new Follow Through projects in Michigan but it is anticipated to afford the approved applicant communities a more comprehensive project of sufficient size and scope to better demonstrate through effective evaluation that Follow Through can generalize to other compensatory education programs and proliferate to most communities in Michigan regardless of location, size, and alleged local constraints.

It must also be acknowledged that the relative lack of a larger response to the Michigan Planning Study for Follow Through may be attributed to at least the following factors: the summer initiation dates and limited time constraints obliged on and by Office of Education unfortunately did not allow for the most effective state-wide communication on the purposes, requirements and problems associated with the Office of Education Five Year Plan for Follow Through or in the planning and implementation of the Michigan Planning Study for Follow Through; the concept of proliferation advocated by the Office of Education when coupled with its proposed funding level were viewed by local education agencies as ambiguous enough and so restrictive in terms of prospective funds to be available that many communities did not deem it advisable or worthwhile to apply; the awareness mailing sent to all communities in Michigan

suggested to many communities an atypical involvement on the part of allegedly more sophisticated, and more needy large city school districts; and the mailing also was viewed as containing too many "strings" or obligations for such limited or uncertain funding levels over several years, i.e., the proposed Michigan Planning Study calls for accountability linked with the financial incentives of Chapter (Section) 3 and it also requires contractual obligations for an outside program sponsor to implement an instructional approach not deemed necessary by many Michigan school districts since they view the State Accountability Model and their own local delivery system sufficient to generate improved equal educational opportunity for low-income children in their early elementary grades.

Despite the above factors, however, the twenty-seven proposed communities do represent a substantial potential for widespread proliferation of successful new Follow Through projects in Michigan. Their interest and commitment is certain to produce an exemplary Michigan Planning Study for Follow Through. All proposed communities have presented satisfactory evidence of the meaningful involvement of parents of disadvantaged children in local compensatory education programs and many have cited special accomplishments resulting from such involvement. All can produce substantive proof of cooperation and support between their programs and Community Action, Model Cities, and Community Coordinated Child Care (4-C) Programs where applicable.

It is therefore recommended that each of the following proposed and approved applicant communities be awarded a similar share from approximately $24,000 in funds provided by the Office of Education to the Michigan Department of Education for this purpose. Each mini-grant,

depending on the number of applicant communities approved by the State Board of Education, is expected to amount to approximately $900 and is to be used by the approved applicant communities for the purpose of enabling said communities to engage in Follow Through project planning, especially program sponsor relations, and other relevant activities connected with the Michigan Planning Study for Follow Through application preparation and implementation process.

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TOTAL PROJECTS	4	5	6	6	6

NOTE: Number in parentheses indicates number of low-income K-3 target children in respective community.

C. Program Sponsor Pre-Selection and Involvement

An innovative aspect of Follow Through is the availability of a wide variety of educational approaches a community can utilize in designing a Follow Through project of its own. Although the instructional approaches vary, the sponsors share common orientations: a. All of them seek to develop children's learning abilities; b. All are convinced of the importance of individual and small group instruction and frequent interchange between children and concerned adults; c. All attempt to make learning interesting and relevant to the child's cultural background; and, d. All believe that the child's success in learning is inseparable from his self-esteem, motivation, autonomy, and environmental support.

The sponsors differ among themselves chiefly in the priorities which they assign to these objectives and in the sequence in which they pursue them.

It is important to recognize that the concept of planned variation was not intended as a means of finding a single best method for educating disadvantaged children. A wide variety of groups of children suffer from the effects of poverty, and a program that is appropriate for some may not be appropriate for others. Each approach is being tested by the Office of Education in several different locations in the nation to yield information about optimal matches between approaches and circumstances. Several of the approaches are complementary and have been operated in combination by various Follow Through communities such as Flint and Alcona. Some approaches, for example, are primarily concerned with parental involvement, while others place primary emphasis on the curriculum, the teacher, and the classroom.

Therefore, the Follow Through program sponsor plays an especially vital role in all Follow Through projects since his organization provides necessary technical assistance and guidance to the local project in all matters pertaining to the program model selected and assists in the development and implementation of those portions of the project which relate to that specific approach. A significant portion of the local Follow Through project grant will probably need to be allocated to the implementation of the chosen program model. The applicant community and the program sponsor will consult before final preparation of the local Follow Through project budget to ensure that suitable financial arrangements will be provided for model implementation.

During the operation of the local Follow Through project the program sponsor will provide to the applicant community such services as: training in the program approach for appropriate project staff during the summer and school year; assistance to the project in implementation, including the provision of consultant or supervisory services; arranging for appropriate instructional and other materials to be made available on a timely basis for purchase by the project; and evaluative activities. The grantee in turn is expected to cooperate fully with the program sponsor and take necessary steps to implement the approach promptly and thoroughly. The two parties should be prepared to enter into an agreement that sets forth mutual responsibilities and commitments.

On August 24-25, 1972, all Michigan communities, agencies, persons, and school districts demonstrating an interest in the Michigan Planning Study for Follow Through were invited to a Follow Through Program Sponsors Fair in Lansing. See attached Appendix E for Agenda and

list of Program Sponsors attending. The purpose of the Fair was to provide initial awareness to the approximately 300 participants of the seventeen program sponsors interested in affiliating with Michigan communities. The program sponsors presented to small groups at various intervals their particular approach to Follow Through in the forms of oral presentations, written materials, audio visual displays, and informal rap sessions. Two general sessions were held for all Fair participants to discuss with Department of Education staff relevant details of the Michigan Planning Study and anticipated program sponsor involvement at the local school district or classroom level. Fair participants were also asked to complete a Program Sponsor Selection List designed to assist Department staff in the assignment of certain program sponsors to proposed applicant communities. See attached Appendix F for Program Sponsor Selection List.

During the Follow Through Sponsors Fair, each participating school district or community was asked to vote for their top five sponsor choices for potential affiliation. The Michigan Department of Education inspected the distribution of votes to select the top four vote-getting sponsors. In case of ties, the criterion for sponsor selection was designed to facilitate between sponsor differences in terms of their approaches, i.e., "process" versus "product" orientation. An attempt was then made to have enough school districts in each of the five geographic and Resource Center areas assigned to each of the four top vote-getting sponsor models. The following advantages are expected to accrue to the Michigan Planning Study because the above selection process was used: a. Each sponsor is guaranteed several sites; so, each site would

be afforded more attention because of proximity and/or geography; b. There would be less travel expenses for sponsors which should make new Follow Through programs more cost effective; c. Less administrative problems for the State Department of Education; and, d. Evaluation would be greatly facilitated. Sponsors may differ greatly in their effectiveness at implementing their model at the anticipated greatly reduced cost. The national evaluation has no data on this greatly reduced funding level for Follow Through projects. Sufficient school districts per program sponsor may allow between sponsor (or model) comparisons.

Following the above process, the four top vote-getting sponsors were the Cognitively Oriented Curriculum Model of High/Scope Educational Research Foundation, Ypsilanti, Michigan; the Behavior Analysis Approach of the Support and Development Center for Follow Through, Department of Human Development, University of Kansas, Lawrence; the Bank Street College of Education Approach, New York; and the New School Approach, University of North Dakota, Grand Forks. A brief description of these four program sponsors follows in terms of their respective tenets, objectives, curriculum design, methodology, setting, and personnel:

COGNITIVELY ORIENTED CURRICULUM MODEL

Tenets

The child's learning should be active; it occurs through his action on the environment and his resultant discoveries.

The child is not taught by being told, but by doing, experimenting, exploring, and talking about what he is doing.

Curriculum Design

The five areas of classification, number, causality, time and space provide the framework in which academic skills are developed.

The home-teaching program provides periodic visits by teachers to the children's homes to teach parents how to become directly involved in the education of their children.

Objectives

Nurture in the child the thinking skills he will need throughout his school years and his adult life.

Develop the academic subject competencies usually taught in the early elementary grades.

Emphasize the process of learning.

Personnel

Teacher - One or two for each classroom.

Aide - One or two for each classroom (optional).

Curriculum Assistant - One for each seven classrooms. Trains teachers and acts as supervisor and resource person for instruction staff. Plans, demonstrates, and evaluates activities in the six to eight classrooms under his supervision.

Home-School Coordinator - One for each project. Teacher, parent or other community resident; provides communication between the school and home as to how parents might play a role in the education of their children.

Methodology

Instruction is carried out in small groups.

Verbal interaction among children is encouraged.

Each child's level of development is continuously assessed so that appropriate materials and activities can be provided.

Teachers provide a systematic, consistent, and thoroughly planned approach to child development and instruction, combined with emphasis on active experience and involvement with the child.

Teachers reinforce self-directing.

Setting, Materials and Equipment

"Open Framework" classroom.

Listening Centers.

Tables for small group instruction.

Taba Social Studies.

Nuffield and Cuisenaire Math.

Van Allen Language Experience in Reading.

AAAS and SCIS Science.

High/Scope Teaching Manuals.

BEHAVIOR ANALYSIS APPROACH

Tenets

A child learns best when he receives praise and approval for his progress in developing academic and social skills.

Curriculum Design

Emphasizes systematic daily instruction to develop the basic skills of reading, arithmetic, handwriting and spelling.

A child must master basic skills in order to gain mastery over his school experience and future life.

Criticism and coercion are detrimental to the learning process and should not be employed in the classroom.

Systematic motivation through the use of a "token economy" system provides not only tangible evidence of approval but also establishes non-competitive incentives for maximum achievement by each child.

Objectives

Facilitate and accelerate the child's mastery of basic skills, particularly in reading and arithmetic through the establishment of a "token economy" within classrooms.

Train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement and the elimination of punishment and coercion.

Train instructional staff in the use of programmed curriculum materials so that each child is enabled to work effectively at his own speed.

Train parents to work (as paid staff) in the classroom so that they will have the opportunity to influence their children's future education through the use of behavior analysis techniques.

Personnel

Teacher - One for each classroom.

Aide - One for each classroom.

Parent Educators - Two for each classroom. Parent of Follow Through Child: Teaches spelling and handwriting; does individual tutoring.

Methodology

Children always work in small groups at their own pace, moving from one instructor to another.

Teachers award tokens, along with verbal and/or physical praise, to reinforce the appropriate academic or effective behavior of the child.

Teachers give attention to each child and reinforce according to individual rates of progress.

The day is divided into instructional periods and exchange periods. During instructional periods the child earns tokens as he accomplishes tasks in the basic skills. During exchange periods, he uses his tokens to purchase activities such as games, toys, and books.

Setting, Materials, and Equipment

Sullivan Programmed Reading.

Singer Mathematics Program.

Lyons and Carnahan Handwriting.

Behavior Analysis Handwriting Primer.

SRA Reading Lab Series.

Behavior Analysis Phonics Primer.

EFI machines.

Video tape equipment.

Tokens (i.e., poker chips, popsicle sticks, etc.).

Cups or aprons to hold tokens.

Reinforcers (toys, games, paints, and other child-selected materials).

Teacher Trainer - One for each ten classrooms. Observes, demonstrates and acts as resource for classroom teachers; conducts in-service training in behavior analysis techniques.

Parent Trainer - One for each ten classrooms. (Experienced aide.) Observes, demonstrates and acts as resource for parent educators; conducts pre-service and in-service training.

Evaluation Aide - One for each ten classrooms. (Experienced aide.) Records and reports daily progress data on children for feedback to teaching teams.

BANK STREET COLLEGE OF EDUCATION APPROACH

Tenets

The child should participate actively in his own learning and the adults should support his autonomy while extending his world and sensitizing him to meanings of his experience.

There should be constant restructuring of the learning environment to adapt it to the special needs and emerging interests of the children.

The classroom should offer a rational and democratic situation in which a child's positive sense of himself as learner is supported.

Objectives

Provide an individualized curriculum.

Enable children not only to acquire basic knowledge and skills but also to master how to learn.

Encourage communication which will foster a child's positive image of himself as a learner.

Curriculum Design

Emphasizes learning through actual experiences, probing, discovering, and problem solving using content which is directly relevant to the child's own world.

Focuses on tasks that are satisfying in terms of the child's own goals and productive for his own cognitive and affective development.

Emphasizes the mastery of language.

Develops understanding and practical application of numerical concepts as well as skills.

Emphasizes social studies as the core academic discipline for teaching of academic skills.

Methodology

Academic skills are acquired within a broad context of planned activities that provide appropriate ways of expressing and organizing children's interests in the

Develop agreed upon limits for behavior with full freedom of expression within these limits.

Create a learning environment to challenge the child and to stimulate and support probing and problem solving.

Extend the learning experience beyond the walls of the classroom.

Involve parents in classrooms and in social and community activities related to the school.

Work closely with parents in planning and developing each child's educational goals and experiences.

Personnel

Teacher - One for each classroom.

Teaching Assistant - One for each classroom (one for twenty-five pupils or less; two for twenty to thirty pupils).

Staff Developer - One for each eight to ten classrooms. Works directly with teaching teams in model implementation.

Psychologist - One for each site. Works primarily with the teachers in the classrooms to help them understand child behavior.

Parent Coordinator - One for each site. Responsible for the home-school relationship.

Field Representative - One for each five to twenty classroom groups. Represents sponsor in staff development, program development and relations with school systems and communities.

themes of home and school and gradually extending these interests to the larger community.

The child is encouraged to select from among various options, to make decisions, to develop coping skills, and to take an active part in directing his own learning.

The teaching is diagnostic with individualized follow up.

Setting, Materials, and Equipment

Classrooms designed for flexibility of arrangement and for specific learning centers.

Kindergarten classrooms for lunch spaces.

Parent room for meetings.

Child care facilities for parents with young children.

Professional staff library.

Bank Street basic readers and language stimulation materials.

Trade and reference books.

Special materials selected by the community and deemed basic to its need.

A variety of blocks and other manipulative and constructional materials.

Home made materials created by teachers, children and parents.

Sponsor-developed and selected assessment tools.

Video tape recording equipment, films, slides for adult education.

NEW SCHOOL APPROACH

Tenets

Children learn at different rates; learning styles differ; and they bring to school a variety of interests and needs.

The child's personal experiences should be at the center of his learning, with the child himself directing the course of his education.

Teachers should take full advantage of the natural curiosity and imagination of children.

A child progresses at a rate appropriate to his capacity, interests, and stage of development.

Objectives

Allow children to have greater influence in the direction of their education.

Urge teachers to personalize their teaching so that it is responsive to each child and to recognize diversity in children by providing less structured classrooms.

Make learning a collaborative effort of teacher and child.

Personnel

Teacher - One for each classroom.

Aide - One for each classroom.

Curriculum Design

Encourages widest possible use of regular curriculum materials.

Emphasizes basic skill, music, art and other creative areas.

Methodology

Children are encouraged to work at learning centers, which contain a variety of curriculum materials, tools and other stimuli.

The teacher's primary role is to observe, suggest and assist pupils.

Setting, Materials, and Equipment

Wide range of curriculum materials that lend themselves to open classroom instructional situations.

Rich supply of manipulative toys and games.

Homemade materials and projects.

Special Note: The above program descriptions were taken from a draft copy of A Mini-Guide to Follow Through, U.S. Department of Health, Education and Welfare, 1972, and in our opinion reflect two somewhat distinct approaches; i.e., the Cognitively Oriented and Behavioral Analysis approaches may be partially viewed as more "product" oriented or teacher/instruction-centered and the Bank Street College and New School models may be viewed as more "process" oriented or open/child-centered approaches. This alleged distinction is expected to produce some interesting evaluation results in what may be viewed as Michigan's accountability or pupil performance based model for Follow Through.

The Sponsors Fair was considered to be very successful by most program sponsors and participants though no formal evaluation was conducted. It was agreed that the proposed Office of Education Consumers Guide for Follow Through should have been available to participants prior their attendance in order to afford them a general preliminary description of the various program sponsor approaches and the place of the program sponsor in the overall operation of a comprehensive Follow Through project. Many communities did, however, write to individual program sponsors for descriptive materials from the attached Appendix G sponsor mailing list which they received with their invitations to the Fair.

A major concern which permeated the Fair and makes further development and eventual implementation of the Michigan Planning Study for Follow Through difficult is the inability and/or reluctance of the Office of Education or the program sponsors themselves to offer relevant program sponsor cost data. The unavailability of such data and the relative lack of adequate financial information from our own cost analysis of current Michigan Follow Through projects contained in Part F of this report pose serious obstacles to effective program planning and management at all levels. States are not certain as to how many children and on what grade levels they will be permitted by the Office of Education to expect or base their tentative funding levels or allocations to local applicant communities. Local communities do not know if they will be allowed to enroll only K-1 students or if they will be able to enroll K-3 students. The Michigan Planning Study has been projected from the outset and to date on K-3 student enrollments but a recent memorandum from the Office of Education (BESE/DCE/Follow Through Branch State Plan Memorandum #1, dated September 1, 1972) places such projections in

jeopardy. As a consequence, local communities can not even estimate their anticipated budgets based on the Office of Education promise of $200 per enrolled and eligible child. Similarly, since program sponsors do not know the enrollment projections or funding levels for states or local communities, and since they have had absolutely no previous experience in relating to states or local communities under such dramatically ambiguous circumstances, it is understandable why they may be unable or even reluctant to suggest to local Michigan communities what it will cost for their services. The Michigan Department of Education is pressing for a prompt and satisfactory response from the Office of Education on this matter.

D. Replication of Models and Role of Resource Centers

Given the rather limited Economic Opportunity Act funding available to the Michigan Planning Study for Follow Through, a means must be devised for the systematic reproduction of new Follow Through projects in Michigan communities not directly selected and approved as initial applicant communities. The assumption is that the latter projects will be very successful; so, a dissemination and proliferation delivery system expected to involve five major Michigan universities has been proposed. A list of those proposed institutions, their current Follow Through Project tentative assignment, and contact persons follows:

Dean	Assigned Current Follow Through Project	Resource Center Contact Person
Dr. Curtis E. Nash Dean of Education Central Michigan University Mount Pleasant, MI 48858	Mr. Thomas Rossler, Director Project Follow Through Alcona Public Schools Barton City Child Dev. Center Barton City, MI 48705 (517) 736-8497	Dr. A.R. Gaskill, Director Bureau of School Services Rowe Hall - 111 Central Michigan University Mount Pleasant, MI 48858 (517) 774-3145
Dr. Keith Goldhammer Dean of College of Education Michigan State University East Lansing, MI 48823	Dr. Rosalind Braden, Director Project Follow Through Detroit Public Schools Room 305 Adlai Stevenson Building 10100 Grand River Detroit, MI 48204 (313) 931-4460	Dr. Louise Sause 459 Erickson Hall College of Education Michigan State University East Lansing, MI 48823 (517) 355-5168
Dr. Wilbert A. Berg Dean of Education Northern Michigan University Marquette, MI 49855	Mr. Robert W. Peterson, Director Project Follow Through West Iron County Public Schools P.O. Box 575 Stambaugh, MI 49964 (906) 265-9655	Dr. Frank Wolfe School of Education Northern Mich. University Marquette, MI 49855 (906) 227-2400
Dr. Wilbur J. Cohen Dean of School of Education University of Michigan Ann Arbor, MI 48104	Mrs. Marian Williams, Director Project Follow Through Flint Community Schools Dort Elementary School 2108 Avenue "A" Flint, MI 48505 (313) 232-2128	Dr. Jane Schwertfeger 2405 School of Education University of Michigan Ann Arbor, MI 48104 (313) 764-7543 and Dr. Laura Williams Dept. of Elem. Education School of Education University of Michigan Ann Arbor, MI 48104

Dr. John E. Sandberg
Dean of Education
Western Michigan University
Kalamazoo, MI 49001

Ms. Lola M. Davis, Director
Project Follow Through
Grand Rapids Public Schools
1356 Jefferson, S.E.
Grand Rapids, MI 49507
(616) 245-8651

Dr. Rodney Roth, Director
Research, Evaluation, Devel.
and Experimentation Center
College of Education
Western Michigan University
Kalamazoo, MI 49001
(616) 383-0234

Note: Vitas on each of the above Resource Center Contact persons will be available for the Final Report of the Michigan Planning Study for Follow Through. The above institutions are proposed because of their active interest and response to the Michigan Planning Study for Follow Through and their geographic spread and/or location within the State.

Current Office of Education administered research and development Follow Through projects in Michigan will be utilized as Resource Centers in cooperation with their assigned Michigan university as indicated above for the observation by interested communities of various sponsor approaches and to provide technical assistance in all other project activities to potential new Michigan Follow Through communities. It is anticipated that the early childhood education staff indicated from Michigan State University, Northern Michigan University, Western Michigan University, Central Michigan University, and the University of Michigan will also be involved as consultant staff for Follow Through Resource Centers in the Michigan Follow Through Planning Study and its implementation. These Resource Center consultants will be available on a part-time basis to work with selected and/or interested Follow Through communities in the areas of planning, parent activities, financial management, curriculum, in-service training, evaluation, and other aspects of Follow Through project operation.

More specifically, it appears Resource Center personnel can play a vital role in the Michigan Planning Study in at least the following ways:

1. Become familiar with current Research and Development Follow Through Projects in Michigan and respective program sponsor as assigned and utilize these sites in their technical assistance activities with assigned and/or interested Michigan communities;

2. Become knowledgeable about as many USOE Follow Through program sponsor approaches as possible;

3. Serve as disseminators of information, evaluation results, etc., on these various project and/or sponsor approaches within their respective institutions, service areas, and with assigned applicant Follow Through communities in the Michigan Planning Study and interested local education agencies in Michigan;

4. Muster expertise from their respective institutions or from each other to provide technical assistance to assigned applicant Follow Through communities in such areas as planning, parent activities, finance, curriculum, in-service training, evaluation, and other aspects of Follow Through project operation;

5. Provide information to the Michigan Department of Education on matters of relevance to the Michigan Planning Study for Follow Through. Such information may include data on current Research and Development sites, applicant community planning activities, LEA/Sponsor relations, curriculum, the delivery of supportive services at the local level, and the degree and quality of articulation between the Follow Through project and the local school district's regular pre-kindergarten and elementary grade program;

6. Assist wherever possible in helping the Michigan Department of Education to improve all aspects of its Michigan Planning Study for Follow Through but especially those components relating to delivery of

improved academic and supportive services to Follow Through children at the local level, the vital role and function of the program sponsors, and criterion-referenced evaluation; and,

7. Provide the Michigan Department of Education with such reports on Resource Center personnel activities and budget as may be deemed necessary.

In connection with the above responsibilities, it is recommended that each of the Resource Center Contact Persons be awarded a $2,000 mini-grant* from funds allocated by the Office of Education to the Michigan Department of Education for this purpose and as indicated below:

1. Dr. A. Riley Gaskill, Director, Bureau of School Services, Central Michigan University
2. Dr. Louise Sause, Professor of Education, Michigan State University
3. Dr. Frank Wolfe, Professor of Education, Northern Michigan University
4. Dr. Jane Schwertfeger and Dr. Laura Williams, School of Education, University of Michigan
5. Dr. Rodney W. Roth, Director, Research/Evaluation/Development/and Experimentation Center, College of Education, Western Michigan University

*The $2,000 mini-grant is expected to defray the expenses and provide a modest honorarium as follows: $500 for travel and related expenses and $1,500 for part-time consultant services to interested Follow Through communities for 30 days x $50 per day during the period October 1, 1972 - August 31, 1973.

E. State Education Agency Administration

The Michigan Department of Education organizational charts which follow this part of this Report indicate the location of the full-time Special Follow Through Programs office in the Title I, ESEA Unit of Compensatory Education Services responsible to the Associate Superintendent for School Program Development. This position in the administrative structure affords maximum articulation and coordination of the Michigan Planning Study for Follow Through with all other Department Services, Units, and Programs.

The person directing the development and subsequent implementation of the Michigan Planning Study for Follow Through is Mr. Louis Kocsis, Acting Director of Compensatory Education Services for the Michigan Department of Education. Preparing the study under his direct supervision is Charles P. Silas, Follow Through Consultant, MDE, for the past four years. Also assisting in the present planning and future operational phases of the study are the following MDE staff.

Kenneth Swanson, Coordinator, Title I, ESEA

Clarence Wills, Coordinator, Section 3 Program

Martin J. Kangas, Administrative Analyst, Title I, ESEA

Also assisting in the planning of the Michigan Planning Study for Follow Through were the following staff of the Michigan Office of Economic Opportunity:

James E. Jacobs, Chief, Community Support Section

Roy E. Fuentes, Migrant Office

Jack Call, Inter-Agency Relations

Vincent S. DeJong, Regional Training Officer, Head Start

Grace Taylor, Regional Training Officer, Head Start

Lee Madden, Field Representative, Technical Assistance

Assisting in the direct implementation of the study if approved will be the seven Title I, ESEA and Chapter 3 Education consultants of the Michigan Department of Education as well as all of the supportive service units of the MDE and MEOO.

Additional assistance in this planning study and available to potential Follow Through applicant or interested communities will be former members of the Michigan State Inter-Agency Task Force on Follow Through. Composed of representatives of the Department of Education, Mental Health, Public Health, and Social Services, and the Michigan Office of Economic Opportunity, this Task Force worked on an informal basis and was very helpful in providing technical assistance to the current Michigan Follow Through projects. It also participated in on-site evaluation and review of the delivery of respective state agency delivery services at the regional and/or local level to several of these projects. Each of its members also served as an intra-agency communication link relative to Follow Through. Members of the former Task Force are now serving on the Michigan State Follow Through Policy Advisory Committee and the latter will be assisted by the State Advisory Committee for Compensatory Education Services.

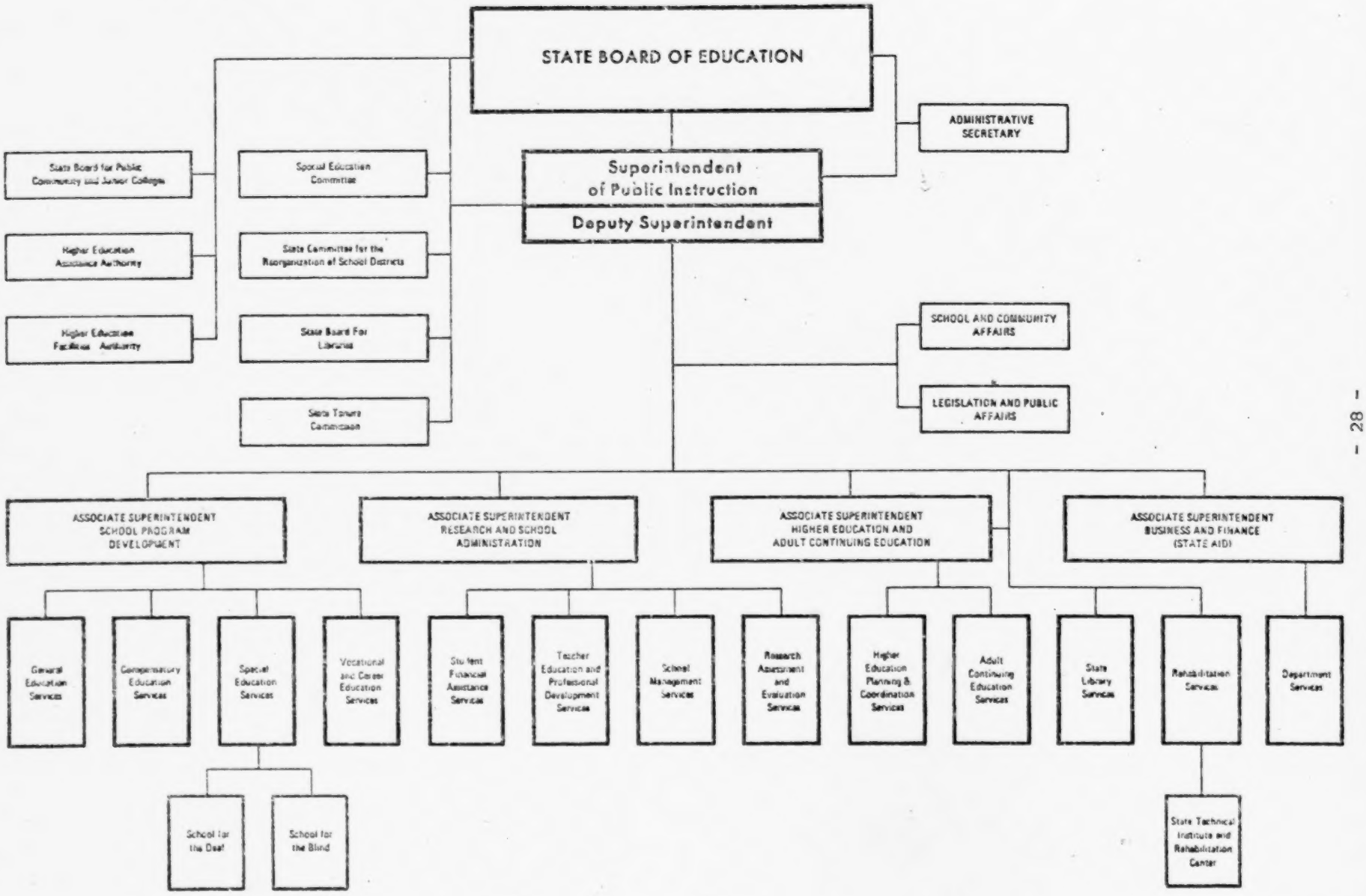
Once the Michigan Planning Study for Follow Through is implemented, the MDE and MEOO will jointly conduct regular on-site visits to the new Follow Through projects for program review. During these visits, the parent advisory council will be consulted. A project review checklist will be prepared for use during these visits. In addition, personnel from the various Resource Centers will also be involved in on-site project reviews. The LEA and MDE will receive reports of these reviews.

The Federal and State Compensatory Programs Evaluation Units of the Michigan Department of Education will assist in the evaluation of the new Follow Through projects. Since Title I, ESEA and Chapter 3 of the Michigan State School Aid Act will both be financially involved in this plan and routinely evaluated separately, an effort will be made to maintain the integrity of each while conducting an accompanying effective and not redundant evaluation of the new Follow Through projects.

If necessary, relevant biographical data on the above personnel will be included in our Final Report to be submitted on January 15, 1973.

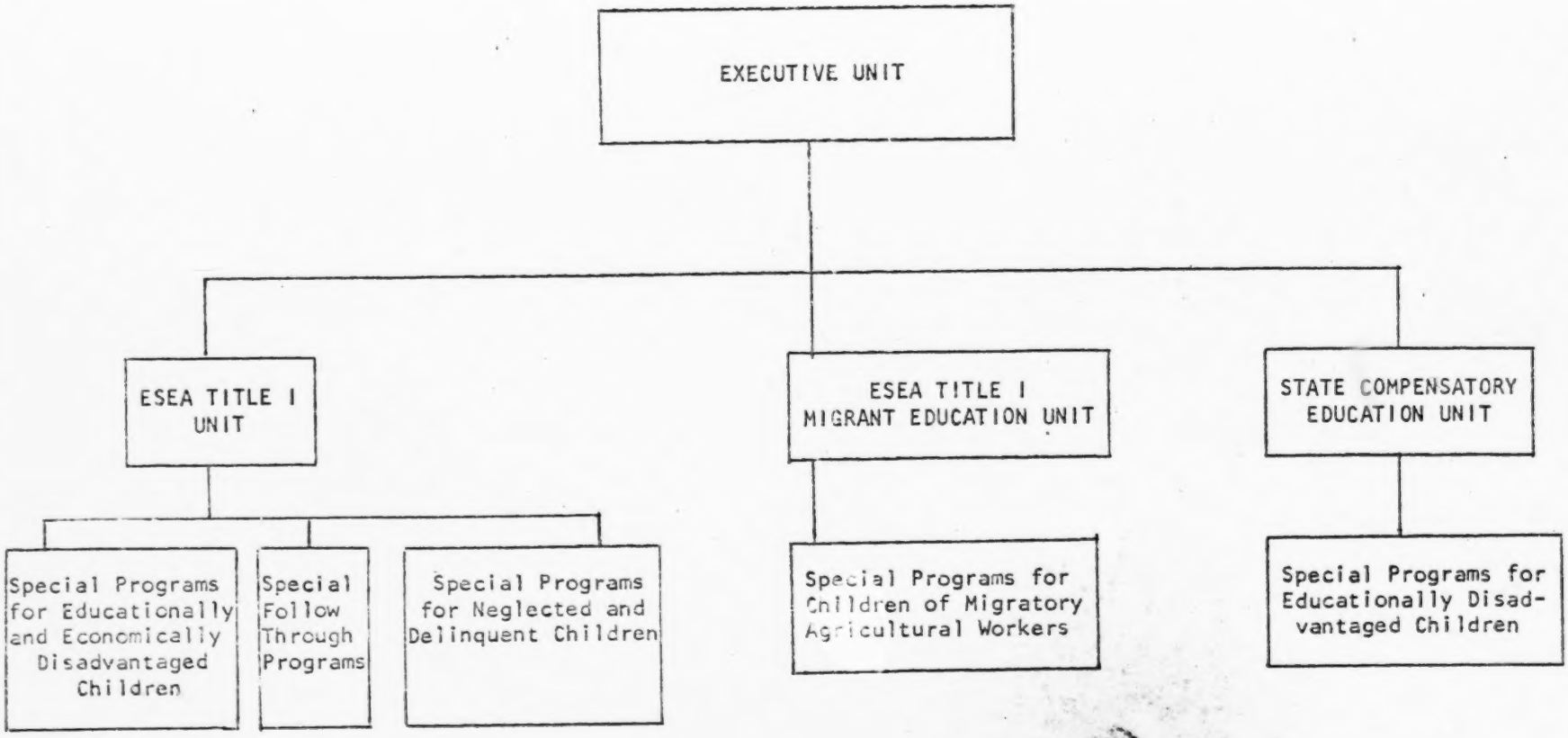
It should be noted that all applicant communities in the Michigan Planning Study for Follow Through will be required to satisfactorily complete an MDE Follow Through Application, Form CE-4500(A) 8/72 which met the Department approval criteria and procedures for external forms and was patterned where possible with the Department 1972-73 Application for Compensatory Education Programs, Form CE-4065, 3/72.

MICHIGAN DEPARTMENT OF EDUCATION JULY 1971


STATE BOARD OF EDUCATION
ADMINISTRATIVE SECRETARY
State Board for Public Community and Junior Colleges
Special Education Committee
Superintendent of Public Instruction
Deputy Superintendent
Higher Education Assistance Authority
State Committee for the Reorganization of School Districts
Higher Education Facilities Authority
State Board For Libraries
State Tenure Commission
SCHOOL AND COMMUNITY AFFAIRS
LEGISLATION AND PUBLIC AFFAIRS
ASSOCIATE SUPERINTENDENT SCHOOL PROGRAM DEVELOPMENT
ASSOCIATE SUPERINTENDENT RESEARCH AND SCHOOL ADMINISTRATION
ASSOCIATE SUPERINTENDENT HIGHER EDUCATION AND ADULT CONTINUING EDUCATION
ASSOCIATE SUPERINTENDENT BUSINESS AND FINANCE (STATE AID)
General Education Services
Compensatory Education Services
Special Education Services
Vocational and Career Education Services
Student Financial Assistance Services
Teacher Education and Professional Development Services
School Management Services
Research Assessment and Evaluation Services
Higher Education Planning & Coordination Services
Adult Continuing Education Services
State Library Services
Rehabilitation Services
Department Services
School for the Deaf
School for the Blind
State Technical Institute and Rehabilitation Center

MICHIGAN DEPARTMENT OF EDUCATION

COMPENSATORY EDUCATION SERVICES


EXECUTIVE UNIT
ESEA TITLE I UNIT
ESEA TITLE I MIGRANT EDUCATION UNIT
STATE COMPENSATORY EDUCATION UNIT
Special Programs for Educationally and Economically Disadvantaged Children
Special Follow Through Programs
Special Programs for Neglected and Delinquent Children
Special Programs for Children of Migratory Agricultural Workers
Special Programs for Educationally Disadvantaged Children

8/22/72

F. Cost Analysis and Reduction

The Office of Education provides funds to current research and development Follow Through projects at a reported FY 1972 level of $800 per child. The Michigan Planning Study for Follow Through is expected to provide approved applicant communities $200 per child and local districts must afford the balance of Follow Through project costs by coordinating Title I, ESEA funds in an equal amount and, if a Chapter 3 community, provide up to an additional $200 per child. Thus, the State average funding level for Title I/Follow Through children will be $400 per child and for Title I/Chapter 3/Follow Through children up to $600 per child. An effort will be made, incidentally, to generate some cost-effectiveness data given these anticipated varied funding levels.

The tables which follow provide an analysis of Federal Cost Categories and/or major core component costs and percentage comparisons among our current research and development and Office of Education funded Follow Through sites. It should be noted that this data is based exclusively on original application budgets submitted to the Office of Education and are not based on Office of Education approved budgets or actual expenditure reports, neither of which have been made available to State Departments of Education.

Table I which follows provides a funding overview of six current Michigan Follow Through project applications. The funding sources required to participate in Follow Through are derived from the Office of Economic Opportunity, Title I, ESEA, and Non-Federal share. Projects are also required to maintain a level of fiscal effort equal to those provided in the prior school year. The table also projects the expected number of children and the average cost per child.

1971-72 MICHIGAN FOLLOW THROUGH
Budgeted Costs - By Project & Fund Service
(average per student)

Project Location (No. of Students)	OEO	Non-Federal	ESEA Title I	Maintenance of Effort	Other	Total
Grand Rapids	$ 744,176	$156,577	$100,000	$ 447,249		$1,448,002
(1,000)	($744)	($157)	($100)	($447)		($1,448)
Flint	363,000	62,349	53,852	235,735		714,936
(428)	($848)	($145)	($126)	($551)		($1,670)
Detroit	348,295	84,824	113,336	197,591		744,046
(504)	($691)	($168)	($227)	($392)		($1,476)
Lansing	247,026	50,573	56,849	208,845	21,870	585,163
(300)	($823)	($169)	($190)	($696)	($73)	($1,951)
W. Iron Co.	144,000	20,260	4,000	62,810		230,970
(170)	($847)	($119)	($24)	($369)		($1,359)
Alcona	34,000	20,210	20,634	42,159	9,086	126,089
(60)	($567)	($337)	($343)	($703)	($151)	($2,101)
TOTAL	$1,880,497	$394,693	$348,671	$1,194,389	$30,956	$3,849,206
(2,462)	($764)	($160)	($141)	($485)	($13)	($1,563)

The table also reveals that the projected Michigan average level of OEO funding of $764 per child compares favorably with the expected FY 1972 OEO funding level of $800 per child. The Michigan average cost of $1,563 per child appears very reasonable when compared with the national average of approximately $1,300 per child. However, the individual Michigan project costs actually ranged from $1,359 per child to $2,101 per child due to higher local maintenance of effort in Michigan's projects.

Table 2 below is a compilation of the six Michigan Follow Through project application budgets by cost category. The categories are defined in Federal Accounting Manuals.

1971-72 FOLLOW THROUGH
Budget Breakdown by Cost Category

Cost Category	Grand Rapids	Flint	Detroit	Lansing	West Iron Co.	Alcona	Total	Percent of State Total
Administration	$ 93,706	$ 47,000	$ 62,379	$ 19,718	$ 5,760	$ 16,778	$ 245,341	6%
Instruction	870,583	476,137	486,754	374,813	184,832	41,494	2,434,613	63%
Health Services	29,200	32,118	11,634	24,820	6,000	8,660	112,432	3%
Pupil Transportation	39,060	-	6,440	27,039	-	16,948	89,487	2%
Operation & Maintenance of Plant	159,750	24,451	-	35,712	550	8,246	228,709	6%
Fixed Costs	129,558	62,935	69,975	39,586	11,537	8,032	321,673	8%
Food Services	61,200	15,412	42,235	11,655	11,755	11,158	153,415	4%
Community Services	11,950	-	37,029	13,593	9,816	2,357	74,745	2%
Parent Activities	40,615	51,983	12,650	30,570	-	9,725	145,543	4%
Equipment	12,380	4,900	14,950	6,846	-	1,701	40,777	1%
Attendance	-	-	-	696	-	340	1,036	
Student Services	-	-	-	115	-	600*	715	1%
Remodeling	-	-	-	-	720	-	720	
TOTAL	$1,448,002	$714,936	$744,046	$585,163	$230,970	$126,089	$3,849,206	

*Student body activities

The table obviously reveals that the major cost in the project is Instruction. Other large cost factors are Administration, Fixed Costs (Retirement, Insurance, etc.) and Physical Plant Operation.

Table 3 shows a core component cost comparison of the Michigan Follow Through projects and a comparison sampling of twenty projects selected and computed by the U.S. Office of Education.

COMPARISON OF MICHIGAN'S PROJECTED COSTS
TO USOE SAMPLING BY COST CATEGORY

	Sample of 20 USOE Projects (Expenditures)	Budgets of Six Michigan Programs
Instruction	46.5%	57.0%
Administration	10.0	6.0
Sponsor	7.0	3.0
Parent/Community Involvement	6.4	3.0
Food	6.0	4.0
Health	6.0	3.0
Staff Development	4.0	3.0
Social Services	2.6	1.5
Capital Outlay-Equipment	2.5	1.0
Plant Operation	1.5	6.0
Psychological Service	1.5	1.5
Miscellaneous	6.0	11.0
	100.0%	100.0%

The most significant factor noted is the greater expected expenditure of the Michigan projects for Instruction. This greater figure affects all the other component costs although Michigan as expected spent more for Physical Plant Operation and Miscellaneous Costs, which includes the Fixed Cost factor.

Cost reduction of local Follow Through project supportive services is expected to occur as the respective state agencies improve their delivery systems to regional and/or local offices and these latter offices improve their respective delivery systems to Follow Through clients. As the attached Appendices will indicate, Michigan is moving with dispatch to expedite such effective delivery systems. The proposed state delivery system between the Department of Social Services and the Department of Public Health is described in Appendix H. The latter's proposed delivery system to local Health Departments is described in Appendix I. Department of Education guidelines to local school districts for implementing, expanding, and improving health services to Title I, ESEA students are provided in Appendix J. These guidelines will naturally relate to new Follow Through projects through the cooperative funding arrangements at the local level.

The Inter-Agency Agreement Between the State Departments of Education and Social Services attached as Appendix K details the delivery system for the delivery of local social services to low-income persons which, by definition, includes all Follow Through participants and their families.

The Michigan Department of Mental Health's delivery system to local communities is geared to the Community Mental Health Boards as indicated in Appendix L with the purpose of such Boards attached. These services will be available to Follow Through families.

Follow Through children will also qualify for the Food and Nutrition Program of the Michigan Department of Education. Reimbursement

rates to local school districts under the National School Lunch, Breakfast, Milk, and Non-Food Assistance Programs are noted in the attached Appendix M. It is expected that food service or nutritional components in the new Follow Through applicant communities may be implemented at no additional direct cost to the school district.

A significant factor in the state and local delivery system for supportive services to children in the new Follow Through projects is the Michigan Community Coordinated Child Care (4-C) Council. The Michigan Department of Education signed a Statement of Agreement and Statement of Intent with the Michigan 4-C Council on March 10, 1972. The By-Laws and Membership Roster of the Council are attached as Appendix N.

An additional reference toward the delivery of comprehensive supportive services to children enrolled in local Follow Through projects is contained in attached Appendix O and Tables 4 and 5 which follow. It should be noted that this aspect of the Michigan Planning Study will require considerable additional attention to ensure that local projects can in fact actually deliver these services to Follow Through children at little or no additional direct cost and consistent with their positive and perhaps optimistic expressions to that effect contained in the Screening Criteria Forms submitted to the Department of Education and upon which they were proposed as applicant communities. It is fully expected that the proposed new State Follow Through sites will, despite their lower funding level and/or direct costs, be as effective for children as have been the current national research and development projects.

Table 4 presents a compilation of data derived from 47 prospective applicant community Follow Through screening criteria forms submitted by interested Michigan communities. It indicates the number of communities which can allegedly provide the 13 supportive services to local Follow Through projects at no additional cost to the project.

TABLE 4

Number of Supportive Services	Number of Communities	Percent of Communities
13	11	23%
12	7	15
11	7	15
10	5	11
9	4	9
8	3	6
7	3	6
6	1	2
5	1	2
4	4	9
3	1	2
	47	100%

Eleven of the communities or 23% of the total respondents claim that they can deliver all 13 services to their anticipated Follow Through projects at no extra cost to the school district.

Table 5 is also compiled from the 47 screening criteria forms received by the Follow Through office. The supportive services are listed according to the number of communities indicating the services are currently available at no extra cost to the project. Some applicants expressed doubt as to the actual availability of some services at no direct cost; however, they are not included in the table. Only those services for which the applicant indicated that there would be no extra direct cost were included.

TABLE 5

Type of Service	Number of Communities Having Service Available at No Cost
Social Work	44
Library	43
Psychological	42
Clothing	41
Speech Therapy	38
Special Services for Handicapped	37
Food	37
Attendance	34
Dental Health	34
Guidance	33
Medical Health	33
Other, including Career Development	30
Transportation	24

No single supportive service was available to all communities. However, Tables 4 and 5 indicate that cost reduction is definitely possible when the community makes use of already available services.

G. Evaluation

Proliferation of the Follow Through concept under Title I, ESEA or Chapter 3, should and will only occur if children enrolled in Follow Through projects funded under the Michigan Planning Study prove that a Head Start and Follow Through experience has effectively reversed the traditional history of public school lack of success with children from low-income families. Therefore, an effective evaluation component of all major core elements of local Follow Through projects is an essential feature of the study and, indeed, all programs developed along the Department's accountability or pupil performance based model for delivery of educational services to children in Michigan. Of particular and major interest will be the instructional component and the key role expected to be played by the project's program sponsor.

As stated earlier, since Title 1, ESEA and Chapter 3 of the Michigan State Aid Act are both involved in this plan and evaluated separately, every effort will be made to maintain the integrity of each while conducting an accompanying effective and not too redundant pre and post test evaluation of the instructional component of all Follow Through projects. To this end, proposed applicant communities reflect discrete geographic and expected socio-economic or other demographic distinctions. Similarly, the proposed program sponsors reflect two allegedly distinct techniques for instruction; i.e., product or teacher/instruction-centered versus process or open/child-centered approaches. Chapter 3 and non-Chapter 3 communities have been proposed so cost-effectiveness data may be gathered since different funding levels will be involved between these communities.

It is also proposed that an outside evaluator be required of each new Follow Through project who will be contracted by the local school district following the attached Appendix P, Draft "Format for Requesting Evaluation Proposals" and consistent with the components expressed in attached Appendix Q, "Some Components of Education Evaluation." As indicated earlier, Resource Center personnel from the University of Michigan and Northern, Central, Western, and Michigan State Universities will play a key role in evaluating the Michigan Planning Study for Follow Through. The expertise of participating program sponsors and local school district evaluation offices will also be utilized.

H. The State Follow Through Policy Advisory Committee

The State Follow Through Policy Advisory Committee is an advisory body to the State Compensatory Education Services Advisory Committee of the Department of Education. A Membership List and a description of the purpose and function of the former is attached as Appendix R and a membership roster and minutes describing the general function of the latter are attached as Appendix S. Despite the apparent brevity of remarks in this section of this Report, the above Advisory Committees are a most invaluable aid to the improvement of all compensatory education programs in Michigan.

I. Parent Involvement Guidelines

On October 13, 1970, the State Board of Education adopted Title I, ESEA Approval Policies with particular attention paid to meaningful parental involvement in Part 3. These approval policies and a Federal Register excerpt on Parent Advisory Councils dated October 14, 1971, is attached as Appendix T. To complement the above and to assure that all applicant Follow Through communities will provide for the direct participation of the parents of Follow Through children in the development, conduct, and overall direction of the project, the Office of Education Draft Follow Through Policy Advisory Committee and Parent Involvement Guidelines subject to Office of Education and/or State Board of Education revision and/or approval will be offered to all applicant communities in the Michigan Planning Study for Follow Through. Every effort should be made at the local school district or community level to coordinate the various compensatory education parent advisory bodies consistent with their respective legislation and rules and regulations.

J. A Tentative Calendar of Michigan Follow Through Study Plan Events

December 10, 1971	MDE-MEOO Meeting for Planning Study Review
February 9, 1972	Michigan State Board of Education review and approval of proposal and tentative State Plan
May 10, 1972	Notification of Planning Grant Award
June 7, 1972	Addendum to Planning Grant Award to USOE
June 15, 1972	Awareness mailing to all school districts, CAP's, and potential Resource Centers in Michigan and MDE-MEOO Meeting for further Planning Study Review
July 13, 1972	Due Date for Interested communities' response to MDE
July 14, 1972	State Compensatory Education Advisory Committee Meeting in Lansing
July 20, 1972	MDE staff meeting with USOE Follow Through personnel in Washington
July 21, 1972	Meeting with State Head Start Directors Association at Central Michigan University
July 26, 1972	State Follow Through Policy Advisory Committee Meeting in Lansing
July 28, 1972	Interested communities, potential sponsors, and Resource Centers informed of Follow Through Sponsors Fair Agenda by MDE
August 5, 1972	Monthly Progress Letter due USOE
August 8, 1972	MDE-MEOO Meeting on Program Articulation and Cost Reduction Analysis
August 9, 1972	State Follow Through Policy Advisory Committee Meeting on Cost Analysis and Reduction
August 18, 1972	Resource Center Planning Session in Lansing
August 22, 1972	Meeting with Intermediate School District Representatives
August 24-25, 1972	Follow Through Sponsors Fair for interested communities and meeting with Michigan Association of State and Federal Program Specialists in Lansing
September 1, 1972	Screening Criteria forms due MDE from interested communities
September 5, 1972	Monthly Progress Letter due USOE
September 8, 1972	Tentative Selection by MDE, MEOO, and State Follow Through Policy Advisory Committee of applicant communities
September 11, 1972	Submit State Board of Education agenda item on USOE Interim Report
September 26, 1972	Michigan State Board of Education review and approval of Interim Report to USOE and Mini grants approved for selected applicant communities and Resource Centers
September 29, 1972	Mini grant awards and applications to selected applicant communities and Resource Centers
October 15, 1972	Interim Report due in USOE Quarterly Expenditure Report due in USOE
October 20, 1972	Applicant Community Application Workshop in Lansing

November 5, 1972	Monthly Progress Letter due USOE
November 10, 1972	Resource Center and Current Follow Through Directors meeting in Lansing
November 10, 1972	Deadline for submitting Follow Through applications to MDE with pre-selection of program sponsors
November 22, 1972	Submit State Board of Education agenda item on USOE Final Report on Michigan Planning Study for Follow Through
November 28, 1972	USOE Follow Through Staff and State Planning Study Directors Meeting in host state
December 5, 1972	Monthly Progress Letter due USOE
December 12, 1972	Michigan State Board of Education review and approval of Final Report on Michigan Planning Study for Follow Through
January 15, 1973	Final Michigan Study Plan due USOE Quarterly Expenditure Report due USOE
January 26, 1973	USOE Follow Through Staff and State Planning Study Directors meeting in host state
February 5, 1973	Monthly Progress Letter due USOE Inform selected communities, pre-selected sponsors, and Resource Centers if Michigan Planning Study is approved by U.S. Commissioner of Education
March 5, 1973	Monthly Progress Letter due USOE
March 30, 1973	USOE Follow Through Staff and State Planning Study Directors meeting in host state
April 5, 1973	Monthly Progress Letter due USOE
April 10, 1973	State Board of Education review and approval of State Follow Through Technical Assistance Grant Application for FY 1974
April 15, 1973	Quarterly Expenditure Report due USOE
May 5, 1973	Monthly Progress Letter due USOE
May 21-23, 1973	Follow Through Evaluation Workshop with selected communities, Resource Center personnel, program sponsors, and MDE Research and Evaluation Staff at State Fifth Annual Compensatory Education Conference in Grand Rapids
May 30, 1973	USOE Follow Through Staff and State Planning Study Directors meeting in host state
June 5, 1973	Monthly Progress Letter due USOE
July 5, 1973	Monthly Progress Letter due USOE
July 15, 1973	Quarterly Expenditure Report due USOE
July 27, 1973	USOE Follow Through Staff and State Planning Study Directors Final meeting in Washington
September 4, 1973	Michigan Five Year Plan Follow Through sites operational

NOTE: Wherever possible the above calendar must apply. Appropriate Communities will be notified of necessary relevant changes. During the period January 1 - September 4, 1973, it is expected selected communities will be engaged in relating to program sponsors and otherwise planning for implementation of their Follow Through projects in September, 1973.

K. Objectives of the Michigan Planning Study for Follow Through

Given the relatively significant and complex history of compensatory education in our country, and respecting the intended conceptualization and proposed implementation of the Michigan Planning Study for Follow Through, the following general program objectives are offered:

National

1. To provide to the Office of Education a workable State plan for relatively large-scale proliferation of successful local Follow Through projects at reduced costs utilizing coordinated Title I, ESEA, State, and local funds and services;

2. To provide to the Office of Education evaluation data pertaining to cost reduction and effectiveness in the State Follow Through projects program sponsor comparisons where possible, and the impact of a State accountability model on comprehensive Follow Through approaches;

3. To provide relevant information to the Office of Education on State Agency delivery systems for the provision of their respective supportive services to local Follow Through communities and families.

State

1. To provide additional Follow Through projects and services to as many eligible communities and children in Michigan as possible and consistent with Office of Education and Department of Education compensatory education guidelines and resources.

2. To document the successful articulation of full-year Head Start or other nursery school programs, regardless of their funding source or administrative agency, with local school district K-3 elementary school programs participating in a comprehensive Follow Through project.

3. To enable the Department of Education and other State Agencies or programs to cooperatively develop the necessary capability or delivery system(s) for the effective delivery of their respective technical and supportive services to local Follow Through communities and families.

4. To provide the Department of Education an opportunity to evaluate a planned state and local inter-agency, inter-program, approach to K-3 elementary school compensatory education particularly as it applies to a comprehensive Follow Through approach and the State Board of Education accountability model for the delivery of educational services to the children enrolled in the new Follow Through projects.

5. To afford the Department of Education an opportunity to compare the effectiveness of new State Follow Through projects with the current Federal research and development projects in Michigan where possible.

Local

1. To successfully articulate, for the benefit of the children involved, the local Head Start or other nursery/preschool program regardless of funding source or administrative agency with the school district's regular K-3 elementary school and Follow Through programs.

2. To effectively coordinate the school district's K-3 compensatory education program consistent with the requirements and guidelines of Office of Education Follow Through guidelines and the Michigan Planning Study for Follow Through.

3. To implement the State Board of Education accountability model for improving the delivery of educational and related supportive services to the children enrolled in their Follow Through projects.

4. To provide such evaluation data and other information or reports to the Department of Education as required or deemed necessary

for the effective implementation of the Michigan Planning Study for Follow Through.

5. To cooperate to the fullest extent possible with local offices of State agencies or programs delivering their respective supportive services to the local Follow Through community or families and to report to the Department of Education on the effectiveness of these delivery systems.

6. To provide for the meaningful and direct involvement of the parents of the Follow Through children in the development, conduct, and overall direction of the local Follow Through project as offered in the guidelines relating to such involvement contained in the Michigan Planning Study for Follow Through.

L. List of Respondents Not Proposed as Applicant Communities

From a group of forty-one potential applicant communities responding as requested to the Michigan Planning Study for Follow Through by submitting the necessary screening criteria forms to the Department of Education, the fourteen communities indicated below are not proposed as Follow Through applicants to the State Board of Education by the Compensatory Education Services Follow Through office and the State Follow Through Policy Advisory Committee for the reasons stated:

1. Big Rapids - Small number of eligible K-3 students
2. Brighton - Small number of eligible K-3 students
3. Capitol Area Community Action Program (Lansing) - No eligible K-3 students
4. Croswell - Small number of eligible K-3 students
5. Deckerville - Small number of eligible K-3 students
6. East Lansing - Small number of eligible K-3 students
7. Fennville - No evidence of full-year Head Start or other preschool program
8. Godwin Heights - Small number of eligible K-3 students
9. Huron - Small number of eligible K-3 students
10. Memphis/Capac - Small number of eligible K-3 students
11. Port Hope - Small number of eligible K-3 students
12. Van Dyke - Small number of eligible K-3 students
13. Wyandotte - Small number of eligible K-3 students
14. Yale - Small number of eligible K-3 students

It should also be noted that the absence of full-year Head Start or other preschool programs and the lack of proximity or affiliation by

most of the above communities to other potential applicant communities selecting a similar program sponsor approach were also considered crucial factors. Thus, it was believed that these and criteria outlined in Appendix D would provide a sufficient number of applicant communities conducive to the most effective educational program planning, management, budgeting, and evaluation.

L. List of Appendices for Interim Report

1. Appendix A - State Aid to Improve Achievement in Basic Cognitive Skills
2. Appendix B - State School Aid Act of 1972
3. Appendix C - Awareness Information on the Michigan Planning Study for Follow Through
4. Appendix D - Screening Criteria for Selection of Applicant Communities in the Michigan Planning Study for Follow Through
5. Appendix E - Follow Through Program Sponsors Fair Agenda
6. Appendix F - Follow Through Program Sponsor Selection List
7. Appendix G - Follow Through Program Sponsors
8. Appendix H - Draft Copy - Agreement Between the Department of Social Services and the Department of Public Health
9. Appendix I - Draft Copy - Guidelines for the Implementation of the Responsibilities of Local Health Departments in the Early and Periodic Screening, Diagnosis and Treatment of Children under the Medicaid Program
10. Appendix J - Guidelines for Implementing, Expanding and Improving Health Services for Educationally Deprived Children Using P.L. 89-10, Title I Funds
11. Appendix K - Information Regarding an Inter-Agency Agreement Between the State Departments of Education and Social Services
12. Appendix L - Community Mental Health Boards
13. Appendix M - Michigan Education Food and Nutrition Program School Management Services
14. Appendix N - By-Laws Michigan Community Coordinated Child Care Council
15. Appendix O - Minutes State Follow Through Policy Advisory Committee August 9, 1972

16. Appendix P - A Format for Requesting Evaluation Proposals

17. Appendix Q - Draft Some Components of Educational Evaluation

18. Appendix R - State Follow Through Policy Advisory Committee

19. Appendix S - Compensatory Education Services Committee Membership List

20. Appendix T - Title I E.S.E.A. - Approval Policies Adopted by the State Board of Education October 13, 1970 and Revised as of August 16, 1972

21. Appendix U - Follow Through Policy Advisory Committee and Parent Involvement Guidelines (Tentative Draft) August 1, 1972